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ABSTRACT

This bibliography has been compiled to alert educators to preschool educational television documents found in the ERIC microfiche collection and in journal literature. Abstracts of Selected documents have been taken from "Research in Education (RIE)" and journal citations from the "Current Index to Journals in Education (CIJE)". Included are published and unpublished studies on educational TV. Abstracts of five volumes evaluating the first year of "Sesame Street," produced by the Children's Television Workshop, are included. Eight studies describe various aspects of the Appalachia Preschool Television Program. Among the other single citations are a report on a television series designed to teach English to Spanish-speaking preschoolers and a comparative study of current educational television programs for preschoolers. (Author/AJ)

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EDUCATIONAL TELEVISION FOR PRESCHOOL AND KINDERGARTEN CHILDREN: AN ABSTRACT BIBLIOGRAPHY

Compiled by

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Foreword

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Introduction

As researchers, practitioners and television officials have discovered in recent years, one of TV's most devout audiences is preschool children. The advent of Sesame Street, the nationally and internationally broadcast educational television program, has focused attention on the varied possibilities of using television as an educational aid for young children.

This bibliography has been compiled to alert educators to preschool educational television documents found in the ERIC microfiche collection and in journal literature. Abstracts of selected documents have been taken from Research in Education (RIE) and journal citations from the Current Index to Journals in Education (CIJE). Included are published and unpublished studies on educational TV. Abstracts of five volumes evaluating the first year of Sesame Street, produced by the Children's Television Workshop, are included.

Eight studies describe various aspects of the Appalachia Preschool Television Program. Among the other single citations: a report on a television series designed to teach English to Spanish-speaking preschoolers and a comparative study of current educational television programs for preschoolers.

Major descriptors (marked with an asterisk*) and minor descriptors appear after each title. Descriptors are subject terms which are used in RIE and CIJE to characterize the entries and will help users of this bibliography to identify topics covered in the selections.

Most of the entries are available from ERIC Document Reproduction Services (EDRS) in either of two forms, microfiche (MF) or hard copy (HC). Each entry is assigned an ERIC Document (ED) identification number,

which appears after the title information. Directions for ordering are given on the last page of the bibliography. Journal citations have an (EJ) identification number.

A few titles are not available through EDRS but must be ordered from the publishers, and addresses and prices are listed with each of these citations.

SESAME STREET

From Microfiche Collection (RIE)

1. Ball, Samuel; And Others. The First Year of Sesame Street: An Evaluation. Final Report, Volume III of V Volumes. Oct 70, 442p. ED 047 823

*Educational Television; *Research Methodology; *Television Research; *Program Evaluation; *Learning; Parent Attitudes; Teacher Attitudes; Disadvantaged Youth; Television Viewing; Program Content; Audiences; Measurement Instruments; Research Design; Preschool Children; *Educationally Disadvantaged

This study evaluates the impact of the first year of "Sesame Street" on preschool televiewing audiences in five sites (Boston, Mass., Durham, N.C., Phoenix, Ariz., suburban Philadelphia, and northeastern California). Chapter I introduced evaluational questions and the research strategy. Chapter II presents sampling procedures for pretest and posttest data on 943 children, explains criteria for development and selection of measurement instruments assessing children's learning, program content, parent and teacher attitudes, and describes field operations. Chapter III analyzes results in three parts: (1) a descriptive analysis of the viewing population (age, sex, advantaged children, Spanish-speaking children, rural children, and disadvantaged at-home and in-school viewers), (2) a probing analysis investigating in depth the characteristics of at-home, disadvantaged, high-viewing children in relation to home background and high or low learning, (3) an inferential analysis examining the overall effectiveness of the television series in achieving its goals. Chapter IV presents the summary, conclusions and recommendations. Extensive appendixes include detailed information on "Sesame Street" goals and evaluation instruments.

2. Byer[illegible], Libby. To Laugh is to Know: A Discussion of the Cognitive Element in Children's Humor. [70], 11p. ED 051 879

*Humor; *Cognitive Development; *Educational Television; *Teaching Techniques; *Child Development; Intellectual Development; Motivation; Television Viewing; Language Role

The development of children's humor is described, focusing on the cognitive aspect of what is funny and how this relates to children's intellectual growth. Cognitive elements that facilitate children's humor are identified as: (1) the ability to grasp incongruities, (2) the presence of an intellectual challenge, (3) timing, (4) novelty, and (5) a sense of detachment from the situation in the joke. Humor, as used on "Sesame Street," is discussed as an instructional technique to reinforce and expand recently learned concepts.

3. Cooney, Joan Ganz. The First Year of Sesame Street: A History and Overview. Final Report, Volume I of V Volumes. Dec 70, 25p. ED 047 821

*Educational Television; *Television Viewing; *Preschool Children; *Disadvantaged Youth; *Learning Processes; Middle Class; Program Evaluation; Educational Objectives; Stimulation

This paper describes the evolution of the Children's Television Workshop, which was originally suggested in a study made by Joan Ganz Cooney for the Carnegie Corporation, and which was responsible for the development and production of the daily, 1-hour educational program, "Sesame Street." As envisioned in the Carnegie proposal, the program was to combine entertainment value with solid educational matter. The target audience was to be inner-city disadvantaged children from 3 to 5 years of age. Briefly outlined in this overview are instructional goals, pre-production research and planning, funding, methods of evaluation, future plans, and general conclusions of the first-year evaluation report submitted by the Educational Testing Service.

4. Filep, Robert; And Others. Sesame Street. A Survey of Two Cities: Viewing Patterns in Inner City Los Angeles and Chicago. Aug 70, 127p. ED 047 788

*Television Viewing; *Television Surveys; *Inner City; *Low Income Groups; Parents; Audiences; Preschool Children; Statistical Data; Questionnaires; Measurement Techniques; Data Collection

This survey was conducted: (1) to develop a survey instrument for the collection of viewer interviews with the guidance and involvement of personnel recruited from inner city communities; (2) to ascertain if "Sesame Street" was being received by a significant number of inner city households in the low-income, minority communities of Los Angeles and Chicago; (3) to identify television

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viewing patterns of the preschoolers and their parents; (4) to obtain data about the perceived value of the educational aspects of "Sesame Street"; and (5) to identify potential volunteer participants to maximize the effectiveness of each preschooler's viewing. The direction of the survey (covering 8,000 households) is toward determining if "Sesame Street" reaches the population for which it is intended--poor inner city preschoolers. Observations are provided that compare the audiences in the two cities and suggest future program modifications. Approximately one-third of the document consists of tables and survey forms.

5. Gibbon, Samuel Y., Jr.; Palmer, Edward L. Pre-Reading on Sesame Street. Final Report, Volume V of V Volumes. Dec 70, 89p.
ED 047 825

*Prereading Experience; *Educational Television; *Vocabulary Development; *Teaching Techniques; *Reading Readiness; Language Development; Curriculum Development; Behavioral Objectives; Testing; Perceptual Development; Self Concept; Parent Participation; Concept Formation; Reinforcement

This paper reviews the evolution and implementation of the "Sesame Street" curriculum relating to the development of language and prereading skills. The first section gives a brief history of the Children's Television Workshop, describes the operational model followed by the Workshop in carrying out its initial experiment, and suggests application of the model to future Workshop productions. The second section specifies the language and prereading goals represented in the "Sesame Street" curriculum and discusses the reasons for their inclusion. These goals include improving self-concept, general concept development, and the development of specific perceptual skills. Behavioral goals related to the learning of letters are listed and discussed in detail. The third section describes many of the production techniques and teaching strategies used to implement these letter-learning goals. The problems of sequencing and scheduling instruction for broadcast television are considered. The fourth section provides some preliminary data on the ability of viewers to name certain letters. The evidence suggests that some success has been achieved in teaching letter identification. The final section is a summary. A statement of instructional goals for the 1970-1971 experimental season of "Sesame Street" is appended.

6. Jordon, Thomas E. Discriminating Characteristics of Families Watching Sesame Street. Early Developmental Adversity Program: Phase III, EDAP Technical Note 15.1. Mar 70, 5p. ED 039 943

*Instructional Television; *Television Viewing; *Participant Characteristics; Television Surveys; Racial Differences; Social Differences

"Sesame Street" is a television program aimed at stimulating young viewers. This study, a part of the Early Developmental Adversity Program, attempts to discover what demographic characteristics are associated with children who view or do not view "Sesame Street." The subjects of the study were 69 3-year-old children. Black and white, as well as middle class and lower class children, were represented in the sample. The data generated by this study indicate that "Sesame Street" is watched by a disproportionately small number of black children. For every black child watching there are four or five who do not, while among whites there is an even split between watchers and nonwatchers. A predictably similar pattern of results if found when watchers and nonwatchers are compared on the basis of socioeconomic status. A significantly smaller percentage of lower class children than middle class children watch the program. Thus, viewers already belong to the group most prepared for school, while nonviewers are those who most need the possibly beneficial effects of "Sesame Street."

7. Lesser, Gerald S. Designing a Program for Broadcast Television. 69, 6p. ED 033 768

*Early Childhood Education; *Educational Television; Program Design; Teaching Techniques; Television Research; Evaluation Methods; Learning; Preschool Children

Funded by both public and private agencies, "Sesame Street," produced by the Children's Television Workshop, is an experimental series of television programs for 3- to 5-year-olds. The program is considered a complement and supplement to early education since 4/5 of the nation's young children do not attend preschool, but do have television sets at home. Design and construction of the programs are guided by a research staff responsible for child-watching to determine what the child actually sees, hears, and learns when watching "Sesame Street". The information resulting from this formative evaluation is used by producers to improve programs. Cited are examples of teaching approaches altered because child-watching information indicated changes were needed.

8. McDonald, D. Lynn; Paulson, F. Leon. The Evaluation of "Sesame Street's" Social Goals: The Interpersonal Strategies of Cooperation, Conflict Resolution, and Differing Perspectives. Apr 71, 16p.

*Television; *Educational Television; *Program Evaluation; *Social Behavior; Observation; Preschool Children; Scoring; Conflict Resolution; Testing; Objectives

This report reviews "Sesame Street's" development of procedure and materials for the 1970-1971 season with emphasis on the social goals of cooperation, conflict resolution, and realization of differing perspectives. These goals mark a departure from the first year of programming which emphasized cognitive learning objectives. Research design, situational testing of social goals, and development of scoring procedures are discussed. The results of pilot testing will lead to further program and test refinement in anticipation of a larger scale effort to teach social goals during the third season.

9. Reeves, Barbara Frengel. The First Year of Sesame Street: The Formative Research. Final Report, Volume II of V Volumes. Dec 70, 200p. ED 047 822

*Educational Television; *Television Research; *Preschool Children; *Achievement Gains; *Television Viewing; Audiences; Testing; Tables (Data); Sex Differences; Caucasians; Negroes; Learning Activities

This paper reports the results of formative research conducted by the Children's Television Workshop from the time of the initial staffing of the "Sesame Street" project in 1968 until the end of the program's first broadcast season, two years later. Chapter I describes prebroadcast research, which was centered around three major problem areas: (1) establishing instructional goals; (2) testing for the determinants of appeal; and (3) testing for achievement. A description of evaluation research on five 1-hour pilot shows is included. Chapter II reports on progress testing conducted during the broadcast period with 200 3- to 5-year-old viewers (experimental group) and nonviewers (control group) of "Sesame Street" in day care centers. Detailed appendixes, tables and figures are included.

10. Ruopp, Richard R. A Study in Child Care (Case Study from Volume II-A): "A Small U. N." Day Care Programs Reprint Series. Nov 70, 62p. ED 051 904

*Day Care Programs; *Day Care Services; *Cross Cultural Studies; *Parent Participation; *Health Services; Organization; Program Descriptions; Bus Transportation; Disadvantaged Groups; Educational Television; Social Services; Career Opportunities; Reinforcement; Ethnic Groups

This day care center serves 62 preschoolers from families meeting the OEO poverty guidelines. The ethnic distribution is wide including Chicano, Black, Anglo, Navajo and Chinese children. Significant to the program's success are: the complementary mix of staff personalities, the emphasis on career development of paraprofessionals, the extensive parental involvement, cross-cultural education, health care and social service resources. The educational program emphasizes that as a child gains confidence and masters skills, he develops socially and emotionally. Teachers plan units around various subjects and organize field trips and activities to accompany them. Children are encouraged to be aware of and express their feelings through dramatic play, nursery rhymes and games. Praise is frequently given to build confidence and bolster self-images. Activities are structured around language growth, teaching of pre-reading skills, "Sesame Street," music and art. Other information provided in this document includes discussion of center and staff organization and resource uses, samples of classroom schedules and learning games, and copies of a volunteer orientation schedule, and center regulations.

11. Samuels, Bruce, Comp. The First Year of Sesame Street: A Summary of Audience Surveys. Final Report, Volume IV of V Volumes. Dec 70, 31p. ED 047 824

*Educational Television; *Television Surveys; *Television Viewing; *Audiences; *Program Evaluation; National Surveys; Early Childhood Education; Tables (Data)

Who watched "Sesame Street" and with what frequency at different socioeconomic levels? This utilization study provides answers to the question by compiling data from national ratings, special surveys commissioned by the Children's Television Workshop, and unsolicited, independently conducted surveys which were brought

to the Workshop's attention. Nine projects were reviewed and summarized into a viewing profile chart. The chart presents information on title and date of survey, surveyor, purposes of survey, character of sample, size of sample, availability on UHF, VHF, and Cable TV and percent of penetration. The results of the projects showed a highly encouraging rate of viewing and supported the need for special efforts to promote wider viewing, expecially in low income neighborhoods and in communities served only by UHF stations.

From Journal Literature (CIJE)

1. Bogatz, Gerry Ann; Ball, Samuel. Some Things You've Wanted to Know About "Sesame Street". American Education, v7 n3, pp11-15, Apr 1971. EJ 034 482

   *Educational Television; *Educational Innovation; *Preschool Children; *Program Evaluation; *Tests

   The results of one year's viewing of a child-oriented television show are discussed.

2. Collins, Bennie Mae; And Others. Beyond "Sesame Street": TV and Preschoolers. Educational Leadership, v28 n2, pp143-146, Nov 1970. EJ 027 732

   *Preschool Children; *Television; *Instructional Materials; *Child Development

   Ways of using televised instruction to its fullest potential are discussed.

3. Cooney, Joan Ganz. Preschool Child and Constructive Television. NJEA Review, v43 n2, pp44-45, Oct 1969. EJ 031 718

   *Preschool Children; *Educational Television

4. Lloyd, Janice; Marzollo, Jean. Open Sesame. Instructional Development, v1 n3, pp3, Dec 1969. EJ 028 537

   *Televised Instruction; *Early Childhood Education; *Television Curriculum; *Preschool Education; *Inner City

5. Morrisett, Lloyd N. The Age of Television and the Television Age. Peabody Journal of Education, v48 n2 pp112-121, Jan 1971. EJ 031 721

*Educational Television; *Early Childhood Education; *Youth; *Educational Needs

6. Palmer, Edward L. Research at the Children's Television Workshop. Educational Broadcasting Review, v3 n5 pp43-48, Oct 1969. EJ 009 920

*Television Research; *Program Planning; *Preschool Children; *Educational Television; Cartoons; Television Viewing; Preschool Programs

Describes research and planning that went into the development of the television show, "Sesame Street," produced by the Children's Television Workshop.

7. Sesame Street--What Next? School Library Journal, pp22-25, Nov 1970. EJ 028 095

*Educational Television; *Early Childhood Education; *Preschool Learning; Preschool Children; *Preschool Education

Most libraries have turned the first year of "Sesame Street" into just another plug for the conventional story hour. Will the second year see more coordination and programming for the poor?

8. Sprigle, Herbert A. Can Poverty Children Live on "Sesame Street?" Young Children, v26 n4, pp202-217, Mar 1971. EJ 034 509

*Educational Television; *Program Effectiveness; *Disadvantaged Youth; *Preschool Programs; Testing; Learning; Educational Objectives

An assessment by an educator who has incorporated "Sesame Street" into his program for disadvantaged children. His conclusion: There are no simple solutions to complex problems.

9. Tierney, Joan D. The Miracle on Sesame Street. Phi Delta Kappan, v52 n5, pp296-298, Jan 1971. EJ 031 722

*Preschool Programs; *Preschool Education; *Preschool Children; *Educational Television; *Instructional Television; Preschool Learning; Public Television

Describes the planning and research involved in production of "Sesame Street."

10. Ulrich, Roger E. A Behavioral View of Sesame Street. Educational Broadcasting Review, v4 n5, pp17-22, Oct 1970. EJ 027 751

*Educational Television; *Reinforcement; *Behavioral Sciences; Teaching Procedures; Social Reinforcement

Sesame Street is evaluated from a behavioral point of view. The author also defends the accusation that "Sesame Street" "tricks" children into learning much as advertisement "tricks" people into buying things.

APPALACHIA PRESCHOOL TELEVISION PROGRAM

From Microfiche Collection (RIE)

1. Appalachia Preschool Education Program, Charleston, West Virginia: A Three-Part Preschool Program Combining a Television Program, Paraprofessional Home Visitors, and a Mobile Classroom. Model Programs--Childhood Education. 70, 17p. ED 045 216

*Preschool Education; *Preschool Programs; *Rural Areas; *Disadvantaged Youth; *Mobile Classrooms; Program Descriptions; Childhood Needs; Skill Development; Pamphlets; Educational Television; Subprofessionals; Home Visits

A breakthrough program to reach rurally isolated children to prepare them for first grade, the Appalachia Preschool Education Program was begun in September, 1968. Four-hundred fifty 3- to 5-year-olds are participating in three treatment groups: (1) children who, in or near their own homes, are shown a daily

educational television program, have a weekly session with a home visitor, and a weekly visit to a mobile classroom, (2) children who receive the television program and the home visitor, but do not attend the mobile classroom, and (3) children who receive the television program only. A control group receives no preschool education. Significant gains on cognitive and language skills were shown by children in Groups 1 and 2. With certain modifications, such as increased use of the mobile classroom, the program will continue until the spring of 1971. Evaluation will continue until 1972. Sources of more detailed information are provided for this program, specifically, and for Model Programs Childhood Education, in general.

2. Bertram, Charles. A Comparison of Parents' Attitudes Toward AEL's "Around the Bend" and Other Children's Television Programs. Technical Report No. 10. Dec 70, 16p.

*Preschool Programs; *Parent Attitudes; *Television Viewing; *Television Surveys; *Educational Television; Preschool Children; Home Visits; Mobile Classroom; Rural Areas; Questionnaires

This study compared the parental appeal of the Appalachia Educational Laboratory's television program, "Around the Bend," with "Captain Kangaroo" and "Romper Room." Data was solicited from 150 parents of children in each of the three treatment groups of the Early Childhood Education Program: (1) children who observed the television program only; (2) those who watched the program and were visited at home once weekly by a paraprofessional; and (3) those receiving the TV program and the home visits, who were also exposed once a week to a mobile classroom. The survey forms were designed to determine which programs were viewed by the children, if parents watched the programs with the children, if parents thought the children enjoyed and/or learned from the programs, and if parents thought the different programs were good for the children. Parents were asked to rate the programs from the best to the very worst and give the program sponsors' names. Eighty-one percent of the 150 parents to whom forms were mailed responded. "Around the Bend" was rated best by 51% of the parents; "Captain Kangaroo," by 38% and "Romper Room," by 11%. The ratings varied among the parents of children in different treatment groups. Many of the children watched two or more children's programs each day. Many parents watched the programs with their children and felt that instructional television combined with home visits was an acceptable procedure for early childhood education. A summary of the AEL Early Childhood Program is available as PS 004 889.

3. Bertram, Charles L.; And Others. Evaluation Report: Early Childhood Education Program, 1969-1970 Field Test. Summary Report. May 71, 30p.

*Preschool Programs; *Program Evaluation; *Preschool Children; *Program Effectiveness; *Program Costs; Parent Reaction; Home Visits; Mobile Classrooms; Nonprofessional Personnel; Television; Cost Effectiveness; Language Development; Cognitive Development; Psychomotor Skills; Interpersonal Competence

This report is based on data obtained during the second year of a 3-year field test cycle of the Appalachia Educational Laboratory (AEL) Early Childhood Education (ECE) Program. The ECE Program is a home-oriented instructional system designed for 3-, 4-, and 5-year-olds, which is being used on a regional basis for approximately 25,000 children. It consists of 30-minute television lessons broadcast into the home each day; a weekly home visit by paraprofessionals to discuss the program with parents and children, and to deliver materials for the parents to use with the children; and group instruction once a week in a mobile classroom. Tests used, methods, and results are reported for children's gains in cognitive, language, psychomotor, and social skills categories. Field test results are presented in four areas: program effort (describes material and personnel requirements); program performance (children's achievement gains and parents' and children's attitudes toward the program), program pervasiveness (describes the population which might be served), and evaluation synthesis (summary). The program pervasiveness study and cost analysis indicate that the Appalachian Educational Laboratory ECE Program is an economical alternative to other programs of early childhood education.

4. Hines, Brainard. Attainment of Cognitive Objectives. Technical Report No. 3. Feb 71, 10p.

*Preschool Programs; *Home Visits; *Test Construction; *Program Effectiveness; *Cognitive Development; Mobile Classrooms; Television

To determine the effects of the television program, "Around the Bend" and the related activities of the home visitor and mobile van teachers, the Appalachia Preschool Test (APT) was

developed by the Appalachian Educational Laboratory. APT is used to supplement the standardized instruments being used to measure program performance. The test consists of four subtests and an experimental section: Part 1 deals with color naming, identifying body parts, and right-left discrimination; Part 2 (described in this report) is the basis for determining specific cognitive learning from the early childhood education curriculum; Parts 3 and 4 are Piaget-type, conservation of number and size tasks; Part 5 is an experimental subtest designed to measure understanding of cause and effect, logical classification and letter recognition. To measure the achievement of cognitive objectives Part 2 was given to 273 children in three treatment groups, and subsequently to a 60-child sample in a comparison group. Children who viewed only the television program and were not exposed to the home visitor and mobile van teachers scored significantly lower on the test. Results indicate that the home visitor, more than any other part of the program, has a great potential for influencing the child's behavior, expecially if she can produce changes in the child's environment.

5. Hines, Brainard W. Analysis of Intelligence Scores. Technical Report No. 2. Feb 71, 16p.

*Preschool Programs; *Verbal Ability; *Program Evaluation; *Vocabulary Development; *Intelligence Quotient; Mobile Classrooms; Television; Home Visits; Tables (Data); Preschool Children; Sex Differences

The theory underlying the measurement of intellectual growth by the Peabody Picture Vocabulary Test (PPVT) and its congruence with the objectives of the Appalachia Educational Laboratory (AEL) Early Childhood Education Program is explored. The PPVT was administered to a sample of 160 3- and 4-year-old children in three treatment groups: (1) Package (Mobile Classroom, TV, and Home Visitor), (2) TV-Home Visitor (HV), (3) TV Only, and a control group. Data are analyzed by a three-way analysis of variance and an analysis of covariance procedure. Because of the highly specific nature of the test items on the PPVT, it is not likely that it reflects general program effects as well as the more broadly based instrument in a test battery. Two groups of children (Package and TV-HV) scored near the national mean (50th percentile) in IQ and two groups (TV Only and Control) scored near the 40th percentile when compared to the national sample. The lack of overall deficit indicates that many of the children have an adequate vocabulary level.

Raw score analysis suggests the probability of a treatment effect in the verbal area which is reflected by the PPVT and which favors the Package and TV-HV groups. A summary of the AEL Early Childhood Program is available as PS 004 889.

6. Hines, Brainard W. Detailed Analysis of Language Development of Preschool Children in ECE Program. Technical Report No. 4. 71, 49p.

*Preschool Programs; *Language Development; *Language Skills; *Language Tests; *Program Effectiveness; Verbal Ability; Tables (Data); Mobile Classrooms; Nonprofessional Personnel; Television

This report is concerned with the language skills category of objectives of the Early Childhood Education (ECE) Program. The Illinois Test of Psycholinguistic Ability (ITPA) was the primary instrument used for evaluation of 3-, 4-, and 5-year-old children in three treatment groups: (1) mobile educational facility, TV, and paraprofessional, (2) TV and paraprofessional, and (3) TV only. A control group received no treatment. An overview of the ITPA is given, as well as separate descriptions of each of the ten subtests. The subtests overlap somewhat in the functions they measure, but cover the broad areas of auditory memory and acuity, verbal expression and grammar, syntax and transformations, and the ability to associate various auditory and visual stimuli. Statistical descriptions and inferences are presented for each subtest. An overall summary of the findings of the effects for the second year's programming in language development is presented. Trends reported indicate that the ECE Program is having an effect on a broad range of psycholinguistic abilities. Tables and figures comprise about one-half of the document.

7. Miller, George L. Analysis of Children's Reactions to AEL's Preschool Television Program. Technical Report No. 9. Dec 70, 9p.

*Preschool Children; *Preschool Programs; *Television Curriculum; *Educational Television; *Television Viewing; Television Surveys; Home Visits; Mobile Classrooms; Observation; Nonprofessional Personnel; Rural Areas

This report describes a technique which can be used to provide both formative and summative evaluation of television programs

designed to promote educational development in 3-, 4-, and 5-year-old children. The daily half-hour program evaluated is part of an Appalachia Educational Laboratory project, now in its second year. (Other project components are weekly visits in homes by paraprofessionals, and weekly visits by a mobile classroom.) Of the 170 TV programs transmitted in the first two years, observational data was collected on 133. The telecasts, designed to elicit overt responses from children, made possible a systematic observational evaluation of viewer responses. Each of eight paraprofessionals watched the program with a different child every morning so that, in a random fashion, all 270 children were observed an equal number of times. The observer coded children's responses while viewing the TV program and rated them on a standard tally sheet. First year and second year programs were compared on (1) the ratio of responses to questions asked by the TV teacher, (2) the ratio of negative reactions to enthusiastic reactions, and (3) the average number of enthusiastic reactions. Results indicate that systematic observational systems can provide formative evaluation of preschool TV programs to guide changes in presentation techniques, content, and emphasis. A summary of the AEL Early Childhood Program is available as PS 004 889.

8. Pena, Deagelia; Miller, George. Social Skills Development in the Early Childhood Education Project. Technical Report No. 7. Feb 71, 86p.

*Preschool Programs; *Interpersonal Competence; *Cognitive Development; *Learning Processes; *Task Performance; Television; Mobile Classrooms; Tables (Data): Home Visits; Educational Environment

A total of 105 children (3, 4, and 5 years old) participated in a study to determine the extent to which the experience of attending a mobile classroom for an hour and a half, once a week (32 weeks) contributed to the development of social skills. Since this was one of the first attempts to measure these skills in young children, another objective was to learn as much as possible about the development of these skills. The children were divided into two groups. One watched the daily television program, "Around the Bend," and was visited weekly by a home visitor. The other group watched the program, had home visits and visited a mobile classroom once a week. A task which involved placing model furniture in a model house was selected as the task which would most stimulate the occurence of behaviors that facilitate the process of learning in group

situations. Observers coded children's behavior under six major categories: initiation, request for help or questions, giving help, refusing help, group consciousness, and response to peers. Results gave strong indication that the mobile classroom contributed to the development of social skills assumed important in the learning process within a socially structured environment. Tables and graphs comprise more than half the document.

OTHER EDUCATIONAL TV PROGRAMS

From Microfiche Collection (RIE)

1. Colton, Frank V.; Gordon, Jack. Effects of Viewing Videotaped Same and Opposite Color Child-Teachers on Integrated and All-White Kindergarteners. Feb 71, 10p. ED 047 805

   *Racial Factors; *Kindergarten; *Concept Teaching; *Social Attitudes; *Television; Negroes; Caucasians; Race Influences; Peer Relationship; Classroom Integration; Affective Behavior; Video Tape Recordings

   This pilot study sought to determine what were the effects, if any, of having integrated and all-white kindergarten children view specially prepared video-taped television sequences. These sequences featured black and white children who were unknown to the viewers and who portrayed roles in which they demonstrated simple concepts. Data from this preliminary study (N=59) indicated that: (1) both types of kindergarteners can acquire concepts (over, around, through, etc.) by passively viewing either an unknown, same or opposite color child teaching, (2) viewing an unknown child-teacher of the opposite color did not alter the initial same color preferences of "preferred companions" of either type of kindergartener, and (3) high concept attainers did not demonstrate more pre-post change to opposite color child-teachers as "preferred companions" than low concept attainers. Recommendations for further research are given.

2. Dimitroff, Lillian. An Annotated Bibliography of Audiovisual Materials Related to Understanding and Teaching the Culturally Disadvantaged. 69, 44p. ED 034 440

*Annotated Bibliographies; *Audiovisual Aids; Bibliographic Coupling; Black Community; Cultural Awareness; *Culturally Disadvantaged; Ethnic Groups; Films; Filmstrips; Identification (Psychological); Instructional Aids; Instructional Films; Instructional Technology; Negro Attitudes; Phonotape Recordings; *Teacher Improvement; Teacher Response; Teaching Styles; *Urban Culture

This annotated bibliography lists films, filmstrips, and records concerning the appreciation, understanding, and teaching of the culturally disadvantaged. Its major emphasis is the inner city population. The materials cover a wide scope of subject matter, and no effort has been made to evaluate or select material. However, the description of each item makes the document a reference tool for many school and community groups. A major portion of the items are designed to sensitize adults rather than to instruct children.

3. Palmer, Edward L.; And Others. A Comparative Study of Current Educational Television Programs for Preschool Children. Final Report. Jun 68, 100p. ED 032 123

Analysis of Variance; Attention; *Attention Span; Cartoons; *Educational Television; *Measurement Techniques; Preschool Children; Program Content; Rating Scales; Teaching Techniques; *Television Research; Television Teachers

The purpose of this study was to identify the factors in preschool educational television that engage and sustain children's attention. The method used to measure the children's attention was decided on in a pilot study of three measurement techniques, and consisted of an observer rating scale with the periodic introduction of a kaleidoscopic distractor. There were three groups of children observed: 2- and 3-year-old middle class children, 4- and 5-year-old middle class children, and 4- and 5-year-old Mexican-American children from lower income families. Five television programs for preschool children and one set of animated cartoons were viewed. To check for any possible correlation between language development and attentiveness, the children were given the Peabody Picture Vocabulary Test. The results of the between groups analyses revealed a very high

degree of generality in terms of the type of program content that appealed to the age, sex, and social groups studied. Further, there was no correlation between Peabody scores and attention levels, once age was partialled out. Attention level was very low; analysis of the program content showed that children paid greater attention to animated cartoons, introduction to novel objects, and initiation of novel action by the teacher-performer.

4. Pollak, Ruth S. Guide for RIPPLES. 70, 34p.

*Educational Television; *Television Curriculum; *Teacher Role; *Program Guides; *Elementary School Students; Concept Formation; Physical Environment; Human Relations; Program Descriptions

The "Ripples" series of educational television programs for children from 5 to 7 years old is described in this guide. The programs present basic ideas about man in relation to himself and his environment, leading the child into many subject areas and stimulating curiosity about himself and the wider world. The information presented in this guide is planned to help teachers use 36 different "Ripples" programs effectively and includes program description, basic emphasis, and suggestions for further activities for each program. When specific preparations are desirable, these are also mentioned. The "Ripples" television approach is different in that it departs from traditional subject matter and emphasizes the importance of the teacher role in later discussion and activities. The programs are planned to reinforce each other by approaching the same ideas from different points of view. For example, the idea that children can cope with new situations is dealt with in several ways in these programs: "Everybody's Different," "All by Myself," "How Do you Know?", "Overnight at the Hospital," and "Lost".

From Journal Literature (CIJE)

1. Matters, C. Virginia. Full-Colour Sound Filmstrips as Enrichment Material for Young Children. English Language Teaching, v23 n2, p118-124, Jan 1969. EJ 003 445

*English (Second Language); *Filmstrips; *FLES Materials; *Language Instruction; Audiolingual Skills

These film strips, with colour and sound, have been developed as supplementary materials to teach young children English. The purposes of the filmstrips are to reinforce aural-oral learning of English by provision of good and entertaining models and to make learning of English more enjoyable by using attractive materials adapted to the interests and learning levels of the viewers.

2. Tyler, John S. "Kinder En Ingles." English for the Spanish-speaking Pre-schooler. Educational Television, v2 n12, pp17-19, Dec 1970. EJ 030 464

*Spanish Americans; *Culturally Disadvantaged; *English (Second Language); *Preschool Programs; *Instructional Television; Commercial Television

Described is a television series, showing 15 minutes a day, which used a pattern of repetition and encouraged viewer participation. The purpose of this television program is to help Spanish-speaking pre-schoolers to learn enough English to prepare them for entry into the school system in Aramrillo, Texas.

3. Winston, Shirley. Children and the Mass Media. Children, v17, n6, pp242, Nov-Dec 1970. EJ 029 341

*Mass Media; *Child Development; *Broadcast Industry; *Publishing Industry; *Television

Resume of testimony given at hearings at the White House Conference on Children, September, 1970. Topics considered were the influence of the mass media on children and ways to improve media products.

Additional References

Relating to Sesame Street:	EJ 000 200 EJ 012 886 EJ 014 419
Other Educational TV Programs:	EJ 008 270
Educational TV as a Classroom Aid:	EJ 029 162
General Considerations:	EJ 022 406 EJ 025 333

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